

GLOSSARY

Affix

A bound (nonword) morpheme that changes the meaning or function of a root or stem to which it is attached, as the prefix *ad-* and suffix *-ing* in *adjoining*.

Alphabetic Principle

The assumption underlying alphabetic writing systems that each speech sound or phoneme of a language should have its own distinctive graphic representation.

Analytic Phonics

A whole-to-part approach to word study in which the student is first taught a number of sight words and then relevant phonic generalizations, which are subsequently applied to other words; deductive phonics.

Auditory Blending

The ability to fuse discrete phonemes into recognizable spoken words.

Auditory Discrimination

The ability to hear phonetic likenesses and differences in phonemes and words.

Auditory Processing

The full range of mental activity involved in reacting to auditory stimuli, especially sounds, and in considering their meanings in relation to past experience and to their future use.

Basal Reading Program

A collection of student texts and workbooks, teacher's manuals, and supplemental materials for development of reading and sometimes writing instruction, used chiefly in the elementary and middle school grades.

Blend

To combine the sounds represented by letters to pronounce a word; sound out.

Comprehension

Comprehension, "the essence of reading," is often taken to mean reading comprehension in the literacy literature unless restricted specifically or by inference from its content.

Concepts of Print

Familiarity with writing and print conventions, such as left to right, top to bottom sequence of reading; the use of spaces to denote words; the idea that print represents words. An important predictor of learning to read.

Consonant

A speech sound made by partial or complete closure of part of the vocal tract, which obstructs air flow and causes audible friction in varying amounts.

Consonant Digraph

A combination of two consonant letters representing a single speech sound, as *th* for /*th*/ in *that*, or *gh* for /*f*/ in *rough*.

Context Clue

Information from the immediate textual setting that helps identify a word or word group, as by words, phrases, sentence illustrations, syntax, typography, etc.

Curriculum-Based Assessment

The appraisal of student progress by using materials and procedures directly from the curriculum taught.

Decode

To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. Note: To learn to read, one must learn the conventional code in which something is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification rather than to identification of higher units of meaning.

Diagnosis

The act, process, or result of identifying the nature of a disorder or disability through observation and examination. Note: Technically, diagnosis means only the identification and labeling of a disorder. As the term is used in education, however, it often includes the planning of instruction and an assessment of the strengths and weaknesses of the student.

Diagnostic Teaching

The use of the results of student performance on current tasks to plan future learning activities; instruction in which diagnosis and instruction are fused into a single ongoing process.

Diagnostic Test

A test used to analyze strengths and weaknesses in content-oriented skills. Note: "Diagnostic tests may permit comparison among several subabilities of the same individuals and sometimes comparisons of strong and weak points of a group or class. Available instruments for the diagnosis of reading difficulties vary widely in the thoroughness of analysis they permit and in the specific procedures followed.

Digraph

Two letters that represent one speech sound, as *ch* for /*ch*/ in *chin* or *ea* for /*e*/ in *bread*.

Diphthong

A vowel sound produced when the tongue moves or glides from one vowel sound toward another vowel or semivowel sound in the same syllable, as /*i*/ in *buy* and vowel sounds in *boy*, and *bough*.

Dyslexia

A developmental reading disability, presumably congenital and often hereditary, that may vary in degree from mild to severe. Note: Dyslexia originally called word blindness, occurs in persons who have adequate vision, hearing, intelligence, and general language functioning. Dyslexics frequently have difficulty in spelling and in acquiring a second language, suggesting that dyslexia is part of a broad type of language disability. Difficulties with phonology are typical of most.

Emergent Literacy

Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing, "the reading and writing concepts and behaviors of young children that precede and develop into conventional literacy".

Encode

To change a message into, as encode oral language into writing, encode an idea into words, encode physical law into mathematical symbols.

Fluent Reader

A reader whose performance exceeds normal expectation with respect to age and ability; independent reader.

Frustration Reading Level

A readability or grade level of material that is too difficult to be read successfully by a student even with normal classroom instruction and support.

Graded Word List

A list of words ranked by grade level, reader level, or other level of difficulty of complexity, often used to assess competence in word identification, word-meaning knowledge, and spelling.

Grapheme

A written or printed representation of a phoneme as b for /b/ or oy for /oi/ in boy.

Grapheme-Phoneme Correspondence

The relationship between a grapheme and the phoneme(s) it represents; letter-sound correspondence, as c representing /k/ in cat and /s/ in cent.

Guided Reading

Reading instruction in which the teacher provides the structure and purpose for reading and for responding to the material read.

High Frequency Word

A word that appears many more times than most other words in spoken or written language.

Informal Reading Inventory (IRI)

The use of a graded series of passages of increasing difficulty to determine students' strengths, weaknesses, and strategies in word identification and comprehension.

Inventive Spelling

Spelling of sounds processed phonologically (a child's attempt to map speech to print).

Metacognition

Awareness and knowledge of one's mental processes such that one can monitor, regulate, and direct them to a desired end; self-mediation.

Minimally Contrasting Pairs

Words that differ only in initial or medial or final sounds (e.g., pest/best, scrapple/scrabble, cat/cap).

Mnemonic

Having to do with memory, especially with strategies to improve memorizing.

Morpheme

A meaningful linguistic unit that cannot be divided into smaller meaningful elements, as the word book, or that is a component of a word, as s in books.

Morphology

The study of structure and forms of words including derivation, inflection, and compounding.

Nonphonetic Word

In teaching practice, a word whose pronunciation may not be accurately predicated from its spelling.

Nonsense Syllable

A pronounceable combination of graphic characters, usually trigrams, that do not make a word, as kak, vor, mek, pronounced as English spellings.

Orthography

The way a language is written (encoded).

Phoneme

A minimal sound unit of speech that, when contrasted with another phoneme, affects the meaning of words in a language, as /b/ in book contrasts with /t/ in took, /k/ in cook, /h/ in hook.

Phoneme Grapheme Correspondence

The relationship between a phoneme and its graphic representation(s), as /s/, spelled s in sit, c in city, ss in grass.

Phonemic Awareness or Phoneme Awareness

Phonemic awareness is the awareness of the sounds (phonemes) that make up spoken words. Such awareness does not appear when young children learn to talk; the ability is not necessary for speaking and understanding spoken language. However, phonemic awareness is important to understand the code of alphabetic languages and letters (and letter sounds). Having phonemic awareness provides some understanding of the notion that words are made up of phonemes. This insight is not always easily achieved. Phonemes are abstract units, and when one pronounces a word one does not produce a series of discrete phonemes; rather phonemes are folded into one another and are pronounced as a blend. Altogether most young children have no difficulty segmenting words into syllables, many find it very difficult to segment at the phoneme level.

Phonological Awareness

A broader term than phonemic awareness; refers to language sensitivity and ability to manipulate language at the levels of syllables, rhymes, and individual speech sounds.

Phonic Analysis

In teaching practice, the identification of words by their sounds.

Phonics

A way of teaching, reading, and spelling that stresses symbol-sound relationships, used especially in beginning instruction.

Phonogram

A graphic character or symbol that can represent a phonetic sound, phoneme, or word.

Phonology

The permissible part of arrangements of speech sounds in forming morphemes and words; the rules for producing the phonemes in words.

Prefix

An affix attached before a base word or root, as re- in reprint.

Preprimer

In a basal reading program, a booklet used before the first reader to introduce students to features in texts and books and sometimes to introduce specific characters found later in a series.

Prereading

Referring to activities designed to develop needed attitudes and skills before formal instruction in reading.

Primer

A beginning book for the teaching of reading; specifically, the first formal textbook in a basal reading program, usually preceded by a readiness book and one or more preprimers.

Print Awareness

In emergent literacy, a learner's growing recognition of conventions and characteristics of a written language.

R-Controlled Vowel Sound

The modified sound of a vowel immediately preceding /r/ in the same syllable, as in care, never, sir, or curse, etc.

Recognition Vocabulary

The number of different words known without word analysis, words understood quickly and easily; sight vocabulary.

Rime

A vowel and any of the following consonants of a syllable, as /ook/ in book or brook, /ik/ in strike, and /a/ in play.

Rhyme

Correspondence of ending sounds of words or lines of verse.

Semantics

The study of meaning in language, as the analysis of the meanings of words, phrases, sentences, discourse, and whole texts.

Sight Word

A word that is immediately recognized as a whole and does not require word analysis for identification. A word taught as a whole.

Sound Out

The application of phonics skills in reproducing the sound(s) represented by a letter or letter group in a word.

Structural Analysis

The identification of word-meaning elements, as re and read in reread, to help understand the meaning of a word as a whole, morphemic analysis.

Suffix

An affix attached to the end of a base, root, or stem that changes meaning or grammatical function of the word, as -en added to ox to form oxen.

Syllabication

The division of words into syllables.

Syllable

In phonology, a minimal unit of sequential speech sounds composed of a vowel sound or a vowel-consonant combination, as /a/, /ba/, /ab/, /bab/, etc.

Syntax

1. The study of how sentences are formed and of the grammatical rules that govern their formation. 2. The pattern or structure of word order in sentences, clauses and phrases. Syntax examines the various ways that words combine to create meaning. The direct teaching of syntactic patterns is critical for comprehension of higher-level texts as well as for good writing.

Synthetic Method

A way of teaching beginning reading by starting with word parts or elements, as sounds, or syllables, and later combining them into words.

Visual Discrimination

1. The process of perceiving similarities and differences in stimuli by sight. 2. The ability to engage in such a process.

Vowel

A voiced speech sound made without stoppage or friction of the air flow as it passes through the vocal tract.

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